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Vocational Education in Montana

ANNUAL ACCOUNTABILITY REPORT FOR 1978

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VOCATIONAL EDUCATION IN MONTANA
ANNUAL ACCOUNTABILITY REPORT FOR 1978

INTRODUCTION

The following pages report the programs, enrollments, fiscal details and accomplishment of goals of vocational education in Montana during fiscal year 1978. This was the first year of implementation of Montana's Five Year Plan for Vocational Education. Because the plan concerns itself with all aspects of administration of vocational education, this report of progress in its implementation will not be comparable in sequence, scope, or emphasis to past reports. It should be interpreted solely with respect to the 1978 Annual Plan contained within the Montana Five Year Plan for Vocational Education.

I. Compliance with Stipulated Assurances and Administrative Policies

A major responsibility of a State Educational Agency is to allocate federal funds for vocational education fairly, efficiently, and in compliance with regulations established by the Office of Education. During FY 1978 the Office of Public Instruction of the State of Montana discharged its responsibilities to vocational students of the state and to the Office of Education by complying with each of the assurances given in the state plan. Central to the accountability function were the following features:

a. Continuous liaison was maintained with the Montana Advisory Council for Vocational Education. The council meets eight times a year. Members of the administrative and program staff of the Office of Public Instruction attend these meetings to provide information and coordination of activities.

b. All federal and state vocational education funds were distributed on the basis of annual applications which were further documented by annual project reports at the end of the school year. Twenty-two secondary schools elected not to submit the required reports in one or more project areas and did not receive their allotted reimbursements. These unclaimed funds were reallocated to existing approved projects.

c. Schools received federal fund support for vocational education on the basis of strict application of the priority and allocation formulas described in the plan (pages 14-15 of Five Year Plan, Annual Plan for 1978). A summary of amounts received by each institution in the state is included in Table IV.

d. Assurances regarding fiscal control and account procedures were closely monitored. The state of Montana imposes a handicap on educational agencies by its use of the Statewide Budgeting and and Accounting System (SBAS) that is not particularly adaptable to HEW/Office of Educaton requirements. Progress was made in FY 1978 towards an adaptation of SBAS and its use in FY 1979 is expected to simplify the accounting task.

II. Current and Future Job Needs

Table I summarizes enrollments in all vocational areas under title and O.E. code and compares the estimated number available for work with the projected supply and projected needs for FY 1978.

Inspection of the table indicates a few areas in which students are training for entry into fields that are already overcrowded (welding, auto mechanics, drafting, electronics, practical nursing) while serious shortages continue to exist in agricultural production, accounting and computer occupations, quantity food preparation, and heavy equipment operation and maintenance, to name a few. Several factors must be kept in mind in evaluating the Montana system's degree of success in responding to the job market:

a. The majority of high schools in the state are very small and are located in isolated rural areas. Vocational training opportunities are, because of limited resources, restricted in variety and scope while students themselves have only limited exposure to other career opportunities.

b. Some technical fields require expensive equipment for training and only a few students can be trained at a time. There are long waiting lists for entry into some of these programs.

c. The demography of Montana as well as its geography makes it possible for a surplus of trained workers to exist in one community while a shortage exists elsewhere.

d. Historically, the system for projecting job needs in specific areas is not refined enough to serve as a reliable planning tool. Placement of students, particularly from postsecondary institutions, has proved to be a more reliable indicator of employment needs and will continue to serve as the prime indicator of Montana's employment needs.

TABLE I

1978 Enrollments by OE Coded Skill Area, Estimated Number Available for Work, Projected Supply Compared with Projected Statewide Need

		Total Enroll	Available for Work*	Projected Supply*	Projected Need*
01.0100	Agriculture Production	3,519	560	416	1,080
01.0200	Agri. Supplies & Services	67	26	17	30
01.0300	Agriculture Mechanics	35	20	17	40
01.0700	Forestry	220	99	46	80
01.9900	Other	79	38	N/A	N/A
	TOTAL - AGRICULTURE	3,920	743	496	1,230
04.0000	Distributive Education				
04.0200	Apparel & Accessories	0	0	8	---
04.0800	General Merchandise	1,278	564	335(Retail Clerk)	---
	TOTAL - DISTRIBUTIVE EDUC.	1,278	564	343	
07.0000	Health Occupations	68	33(90% of Compl.)	29	50
07.0101	Dental Assistant				
07.0302	Practical Nursing	414	274	180	120
07.0303	Nurse Assistant	79	46	124	405
07.0305	Surgical Technology	30	14	15	20
07.0903	Inhalation Therapy Tech	36	19	11	25
07.0906	Health Aide	36	18(50% of Compl.)	--	---
	TOTAL - HEALTH OCCUPATIONS	663	404	359	620
09.0200	Wage Earning Home Economics				
09.0201	Care and Guid. of Children	212	101	138	430
09.0202	Clothing Mgmt, Prod, & Serv.	80	38	43	80
09.0203	Food Mgmt, Prod, & Serv.	285	112	194	---
09.0299	Other (HERO) Multi-Occup.	159	71	80	---
	TOTAL - WAGE-EARNING HOME EC.	736	322	455	510

* - Projected supply based on rationale for each skill area described on pages 63 and 64 of Five Year Plan for Vocational Education.

** - Projected and data based on Employment Securities Division, Department of Labor estimates.

		Total Enroll	Available for Work*	Projected Supply*	Projected Need*
14.0000	Office Occupations				
14.0100	Accounting & Compu. Occup.	408	233	155	510
14.0201	Computer & Console Operator	42	20	---	---
14.0203	Programmers	26	5	---	---
14.0299	Other Business Data Prog.	168	97	---	---
14.0300	Filing, Off Mach, Clerical	1,189	630	450	465
14.0600	Personnel Train. & Rel Occup	22	13	---	---
14.0700	Steno, Secret. & Rel Occup	1,249	664	590	1,380
14.0800	Superv. & Adm. Mgmt. Occup	24	12	---	---
14.0900	Typing & Related Occup	157	71	388	240
	TOTAL - OFFICE OCCUPATIONS	3,285	1,745	1,583	2,595
16.0000	Technical Education				
16.0106	Civil Technology	18	9	13	N/A
16.0107	Electrical Technology	52	26	19	15
16.0108	Electric Technology	58	29	---	---
16.0109	Electromechanical Tech.	37	16	25	N/A
	TOTAL - TECHNICAL	165	80	57	15
17.0000	Trade and Industry				
17.0100	Air Conditioning	59	24	14	25
17.0200	Appliance Repair	79	32	9	25
17.0301	Body & Fender Repair	90	36	18	25
17.0302	Auto Mechanics	1,142	457	163	180
17.0400	Aviation Occupations	66	26	23	15
17.1001	Carpentry	709	284	89	100
17.1002	Electricity	97	39	10	55
17.1003	Heavy Equip. Op. & Maint.	53	21	32	155
17.1200	Diesel Mechanic	168	67	44	40
17.1300	Drafting Occupations	921	368	114	30
17.1500	Electronic Occupations	377	151	74	20
17.1900	Graphic Arts Occupations	93	37	14	15
17.2100	Instrument Maint. & Repair	17	7	6	5
17.2302	Machine Shop	577	231	70	20
17.2306	Welding and Cutting	891	356	174	60
17.2801	Firefighter and Training	N/A	N/A	N/A	N/A
17.2900	Quantity Food Occupation	41	16	25	1,125
17.3100	Small Engine Repair	466	186	85	90
17.9900	Other - Truck & Coach Mech. Truck Driving, Multi-Occup	149	60	N/A	N/W
	TOTAL - TRADE AND INDUSTRY	5,995	2,398	964	1,985

* - Projected supply based on rationale for each skill area described on pages 63 and 64 of Five Year Plan for Vocational Education.

** - Projected need data based on Employment Securities Division, Department of Labor estimates.

III Goals

The following restatements of goals for each vocational skill area are excerpted from Montana's Five Year Plan for Vocational Education. The extent to which each goal was achieved in 1978 is stated under accomplishments. Due to the lack of stated measureable goals in the FY 1978 State Plan, the report of accomplishments may be stated in objective and subjective terms.

A. Agriculture

Goals

1. Develop and implement competency based curriculum in secondary agriculture programs in Montana.

2. Develop and implement standards for quality vocational agriculture programs in Montana.

3. Improve preservice and inservice training workshops for teachers.

4. Evaluate each program at least once each five years.

5. Develop and implement an intensive teacher recruitment campaign.

6. Implement new sales and service program in agriculture at the postsecondary level.

Accomplishments:

The total enrollment effort of agriculture was satisfactory. Accomplishments in competency based curriculum development and quality program standards were achieved and shared in both perservice and inservice training. A high rate of return was received from the self-evaluation with 67 of 73 programs responing. Recruiting efforts were successful to the degree that ongoing programs were maintained. The planned postsecondary program was not implemented due to budget constraints.

B. Distributive Education

Goals:

1. No new programs are planned in FY 1978 due to lack of instructors.

2. Redirection of programs to service the following employment training areas: Hotel Lodging, Finance and Credit, Food Services, General Merchandising, Hardware and Building Materials.

3. Evaluate each program within the next five years.

Accomplishments

No new distributive education programs were instituted during 1978. Two programs received on-site evaluations during the year and seven of 20 self-evaluations were returned. Adult and community college programs were not funded through the Board of Public Education.

C. Health Occupations

Goals:

1. Develop three Home Health Aide Training programs over the next five years in small rural schools.

2. Revise curriculum guidelines for each program area.

3. Evaluate each program during the next five years.

Accomplishments:

Due to budgeting constraints the state health occupation's consultant position was vacated during FY 1978. Consequently, the planned development of new programs and curriculum guidelines during the year did not occur. Minimal supervision of programs was conducted through contractual agreements. None of the four projects returned self-evaluations.

D. Consumer Homemaking

Goals:

1. Inclusion of parenting and family relationship classes in the development of new programs.

2. Strengthening and improving secondary consumer homemaking programs.

3. Provide inservice workshops in curriculum and program development.

4. Revise criteria for program approval.

5. Evaluate each program at least once each five years.

6. Support FHA vocational student organization.

7. Cooperate with Business, Distributive Education, and Social Studies areas to develop consumer education at secondary and postsecondary levels.

Accomplishments:

Evaluation of the programs, both on-site and self-evaluations were on schedule with 95 of the 119 programs responding. Enrollments remained steady overall, showing a strong increase at the

secondary level but considerable drop at the adult level (adult programs were not approved by the Board of Public Education for funding.) No programs were planned at the postsecondary centers or colleges. Inservice training provided opportunity to strengthen programs and develop curriculum.

E. Wage Earning Home Economics

Goals:

1. Develop two new postsecondary programs to train child care specialists.

2. Develop nine month postsecondary academic program coupled with community work experience.

3. Revise criteria for program approval.

4. Evaluate each program at least once each five years.

5. Increase emphasis on HERO programs.

Accomplishments:

Funds were not available to implement the new programs planned at the postsecondary level. Evaluation of programs is close to being on schedule but limited in that only 14 of 26 programs returned self-evaluations.

F. Business and Office Education

Goals:

1. Expand training programs in: Paralegal Secretarial Field; Reprographics Personnel; and Medical Assistance for Medical Secretaries.

2. Cooperate with Home Economics, Distributive Education, and Social Studies areas to develop consumer education at the secondary and postsecondary levels.

3. Evaluate each program during the next five years.

4. Support student involvement of OEA.

Accomplishments:

Some progress has been made in expanding training programs in the field of business and office education. Self-evaluation of programs was completed by 83 of the 118 schools. Enrollment data indicates that despite difficult financial times, enrollments have been good except for adult programs which were not funded.

G. Technical Education

Goals:

1. Develop standards for quality training programs.

2. Evaluate each program during the next five years.

Accomplishments:

The standards for quality programs when developed and available will be very useful in program planning and assessment. Evaluation of the programs are on schedule and should meet plan standards for the five year period. Enrollments were only half of that planned due to recategorization of existing secondary technical education programs to trade and industrial classifications.

H. Trade and Industrial Education

Goals:

1. Review all secondary T & I programs to assure their vocational orientation.

2. Formulate standards for quality programs.

3. Each program will be evaluated during the next five years.

Accomplishments:

Many of the continuing secondary programs were visited with the intent of recategorizing programs as either Trade and Industrial or Industrial Arts. Standards for quality programs were in the process of being developed. Of 164 programs, 94 returned their self-evaluations.

I. Cooperative Education

Goals:

1. Cooperative education enrollments and evaluations are incorporated into the regular program areas. Accomplishments listed in this section are summative for cooperative education.

	Number of Programs	Enrollments Planned	Enrollments Actual
Secondary	18	462	730
Centers	0	58	0

Accomplishments:

Cooperative education enrollments exceed the planned due to underestimation in the FY 1978 State Plan. Cooperative enrollments included in this section are duplicative of specific occupation code areas such as Agriculture, Distributive Education, etc., listed elsewhere.

J. Vocational Guidance

Goals:

1. Design an awareness campaign and conduct a survey on vocational counseling service needs in local schools.

2. Design a system of vocational counseling.

3. Provide career planning materials to counselors.

4. Provide guidance counselors with information, training, and materials.

Accomplishments:

All the goals of this particular area were met. Five regional workshops were conducted on: Awareness of Vocational Education; Designing a System of Vocational Counseling; and Information and Training Materials for Vocational Education.

K. Disadvantaged Programs

Goals:

1. Establish new programs in rural school districts.

2. Develop new programs which utilize the concept of shared facilities and resources.

3. Maintenance of existing programs in urban areas.

4. Begin development of "mainstreaming" programs through coordination with special education and communication with potential client districts.

5. Develop and implement programs for limited English speaking populations within the state.

Accomplishments:

Established goals have generally been met. Number of programs operated exceeded planned goals, with most programs utilizing the "shared program concept". The initial development of

"mainstreamed" programs was accomplished and several new progams were implemented during FY 1979. A notable exception to planned programs was limited English speaking. While two programs were submitted and approved for funding during fiscal year 1978, no additional expenditure was reported or reimbursement requested by the local districts.

Disadvantaged Planned/Actual
Comparisons for FY 1978

	Number of Programs Planned/Actual	Numbers Enrolled Planned/Actual
Disadvantaged	10/16	1,204/1,627
Limited English Speaking	1/ 0	275/ 0

L. Handicapped Programs

Goals:

1. Increase participation of handicapped students in vocational education programs through coordination with the Special Education unit of the Office of Public Instruction.

2. Increase the utilization of automated teaching systems to provide alternative vocational and remedial learning experiences for students.

3. Provide remedial instruction and upgrading of skills through special handicapped programs.

4. Provide interpreters, notetakers, and tutors for students needing these services.

5. Provide special assistance to handicapped students to facilitate their "mainstreaming" into existing vocational programs.

Accomplishments:

All goals were accomplished. Particular mention should be made of the handicapped program funded at the Montana School for the Deaf and Blind. This project provided notetakers, tutors, and interpreters to students of the school and permitted their mainstreaming into vocational programs offered by the Great Falls School system.

Handicapped Planned/Actual
Comparisons for FY 1978

Number of Programs Planned/Actual	Numbers Enrolled Planned/Actual
8/5	541/115*

*Differences between planned and actual enrollments are due to over-estimation of planned enrollments and lack of project applications to meet goals.

M. Special Disadvantaged

Goals:

1. Develop and fund two Special Disadvantaged projects each year in the areas of high dropout and/or high unemployment rates.

2. Where feasible, encourage forming consortiums among school districts to provide maximum utilization of resources and equipment.

Accomplishments:

Goals were achieved in FY 1978 in that two programs were funded in areas of high dropout rates and high unemployment on/or adjacent to Indian reservations. All programs provided remedial and occupational training which would otherwise have been unavailable.

Special Disadvantaged Planned/Actual
Comparison for FY 1978

Number of Programs Planned/Actual	Numbers Enrolled Planned/Actual
2/2	590/1,512*

N. Research

Goals:

1. Develop and implement fiscal accounting procedures for local districts.

2. Implement SOICC requirements into vocational education data collection system.

3. Revise current evaluation systems to provide greater economy and compliance with five year plan requirements.

4. Disseminate results of research projects.

5. Provide funding for displaced homemakers counseling needs research project.

6. Continue development of management information systems for program planners.

*Increased enrollments due to actual programs exceeding planned program enrollments.

Accomplishments:

All established goals were met during FY 1978. The primary method of development was through in-house research. Fiscal accounting procedures were developed and have been implemented for FY 1979. Implementation of SOICC has been accomplished for Montana, with specific data requirements and operational procedures established. The program evaluation system has been modified to include sex equity and the system has been streamlined to provide greater numbers of evaluations at similar cost through increased use of local advisory committee membership. The displaced homemakers counseling needs project was funded with the Human Potential Counsultant providing project supervision. The project will be continued through FY 1979 and will result in specific recommendations for later implementation. Additional projects were funded to provide a systems approach to needs assessment and program fidelity for postsecondary center programming. This system was pilot tested and has been implemented by the postsecondary centers.

O. Exemplary and Innovative Programs

Goals:

1. The research coordinating unit of the Office of Public Instruction will provide:

   a. Programs to develop high quality vocational education programs for urban centers with high concentration of: economically disadvantaged individuals; unskilled workers; and unemployed individuals.

   b. Programs to develop training opportunities for: persons in sparsely populated rural areas; and, individuals migrating from farms to urban areas.

   c. Programs of effective vocational education for persons of limited English speaking ability.

   d. Establishment of cooperative arrangements between public education and employment (state) agencies, designated to correlate vocational education opportunities with current and projected needs of the labor market.

   e. Programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socio-economic, or other handicaps. These programs include: Programs and projects to familiarize elementary and secondary students with the broad range of occupations for careers in those occupations; and, programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.

f. Dissemination of the results of these contracts, including employment of persons to act as disseminators, on a local level, of these results.

Accomplishments:

Primary emphasis was placed on providing vocational instruction in rural and isolated communities through implementation of Community Resource Training (CRT) programs. These programs have been especially successful in small communities that normally cannot provide sufficient occupational programs. Through utilization of existing community resources students were provided occupational experience in banking, real estate, hydroelectric power generation, secretarial and clerical, automotive, sales and services, and a variety of other occupations. Implementation of a cooperative project between Vocational Education, C.E.T.A., and the Bureau of Labor Statistics should lead to improved occupational data. The project (Montana Occupational Employment Survey) will, upon completion, provide occupational information in thirteen survey areas and represent approximately 300 occupations.

P. Curriculum Development

Goals:

1. The research coordinating unit of the Office of Public Instruction will provide:

   a. Development and dissemination of vocational education curriculum materials for new and changing occupational fields.

   b. Development and dissemination of vocational education curriculum materials for: handicapped persons; disadvantaged persons (other than handicapped persons); persons of limited English speaking ability.

   c. Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs.

   d. Support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

Accomplishments:

Development of curriculum materials for agriculture and several Trades and Industrial occupational fields was accomplished during the year along with the dissemination of other curriculum materials available through the state office. A specific plan is being developed for displaced Homemakers in cooperation with the human potential development office. The curriculum development function also cooperated in the initiation of materials for television spots relating to opportunities in vocational education. Overall the curriculum development goals were either accomplished or initiated.

Q. Guidance and Counseling

Goals:

1. Provide career planning materials to counselors during FY 1978.

2. Develop and disseminate up-to-date statewide occupational information during the five year planning period.

3. Provide inservice training on the basics of vocational guidance on a regional basis.

Accomplishments:

Accomplishment of the established goals were provided comment under item J. Vocational Guidance previously. Set aside funds to support guidance and counseling activities (section 134) were expended in fiscal year 1978 to support guidance and counseling activities at the state's five postsecondary vocational technical centers. Expenditure of the funds at the centers provided counseling services to 3,909 postsecondary students and also provided services to numerous other clients seeking information on occupations and available programs.

R. Personnel Development

Goals:

1. State staff will annually conduct a needs survey to determine the validity of the vocational education professional development program. (See page 235 of the Five Year State Plan for details of the study.)

2. Establish a Vocational Education Professional Development Advisory Committee, one member of which will be a representative from the State Advisory Council for Vocational Education.

3. Projects and Enrollments.

Planned 1978		Actual 1978	
Programs	Enrollments	Programs	Enrollments
10	354	9	361

Accomplishments:

Nine of ten planned projects were initiated. Two of the nine projects are being carried over into FY 1979. The projects were succesful in generally meeting the objective outlined and reaching the planned number of participants. All of the projects were carried out by the units of the Montana University system. Due to the loss of the Professional Development Consultant position during FY 1978, the goals adopted for inclusive in the 1978 state plan were carried forward to FY 1979 and the Professional Development Advisory Committee has not convened.

IV. Programs, Enrollments, and Expenditures

A. Regular Programs

Table II indicates the planned and actual programs and expenditures corresponding to goal statements one through eight in the preceding section.

B. Comparison of Planned/Actual Enrollment, Programs, and Expenditures for Vocational Education in Montana.

Review of planned/actual figures contained in Table II indicate that Montana's occupational offering and enrollments and expenditures generally are in accord with the fiscal year 1978 state plan. Such discrepancies as occurred are primarily due to the following:

1. Twenty-two school districts which had approved programs in FY 1978 refused to submit end-of-year reports. Consequently programs, enrollments, and expenditures for these districts are not reported.

2. All postsecondary center programs were reviewed during FY 1978 and assigned specific titles and O.E. codes. Previously, there was a lack of uniformity of coding between similar programs in different centers. This problem was compounded by class enrollments within programs being reported as separate programs. With the recodification of postsecondary center programs accomplished, enrollments, programs, and expenditure reports should show greater consistency in future years.

3. Recodification of secondary programs was also accomplished during fiscal year 1978. Changes in planned and actual program comparisons were generally not dramatic except in Trade and Industrial and Technical Education. All secondary level technical education programs have been recodified to appropriate Trades and Industrial categories. A substantial number of secondary Trades and Industrial programs were recodified to the Industrial Arts category. Further changes in secondary Trades and Industrial and Industrial Arts programs are planned during fiscal years 1979 and 1980 as Standards for Vocational Education Programs in Montana are implemented.

4. The Board of Public Education, the governing body for vocational education in Montana, excluded adult, community college, and apprenticeship programs from federal or state funding during the 1978-79 biennium due to unavailability of funds. While adult programs were continued through a legislatively authorized one mill levy, they did not meet state plan requirements and have not been included for statistical purposes. Similarly, apprenticeship programs operated exclusively through local funding and Community college programs operated by direct funding of the Montana legislature.

5. Special Funded Programs: During 1978, 1,512 special disadvantaged students were served in specially funded vocational education programs. In the cooperative program area (section 122), 730 students were served.

6. Persons with Special Needs: In this category, 1,627 disadvantaged and 115 handicapped students were enrolled. No enrollments of persons with limited English speaking ability were recorded.

7. Nonprofit private school enrollments are not available in Montana. Current data collection efforts do not identify students from private schools attending public schools for vocational programs.

8. Reported expenditures are direct program costs. State and local administration and ancillary costs are not included in program summaries.

TABLE II

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
AGRICULTURE					
01.0100 - Production	Secondary	68/70	4,127/3,499	21,408	1,274,304
	Centers	1/ 1	8/ 20	13,605	36,785
01.0200 - Supplies & Services	Secondary	1/ 1	172/ 67	74	17,481
01.0300 - Agri-Mechanics	Centers	2/ 2	34/ 35	12,799	34,607
01.0700 - Forestry	Secondary	1/ 1	136/ 149	113	31,497
	Centers	1/ 1	73/ 71	20,853	56,379
01.9900 - Other	Secondary	0/ 1	0/ 79	95	19,000
TOTALS		74/77	4,550/3,920	68,947	1,470,053

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
DISTRIBUTIVE EDUCATION					
04.0200 - Apparrel & Acessories	Center	1/ 0	40/ 0	0	0
04.0800 - General Merchandise	Secondary	16/18	1,187/1,046	432	259,043
	Center	1/ 2	79/ 232	22,798	61,638
04.2000 - Retailing	Center	1/ 0	20/ 0	0	0
04.1100 - Hotel-Motel Mgmt.	Center	1/ 0	25/ 0	0	0
TOTALS		20/20	1,351/1,278	23,230	320,681

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
HEALTH OCCUPATIONS					
07.0101 - Dental Assistant	Center	1/1	58/ 68	12,864	34,781
07.0302 - LPN	Center	5/5	361/414	105,501	285,242
07.0303 - Nurse Aide	Secondary	4/2	145/ 16	15	12,300
	Center	2/2	94/ 63	3,954	10,691
07.0305 - Operating Room Tech.	Center	1/1	15/ 30	4,274	11,554
07.0903 - Resp. Therapy Tech.	Center	1/1	11/ 36	8,511	23,011
07.0906 - Health Aide	Secondary	1/2	10/ 36	42	22,072
TOTALS		15/14	694/663	135,161	399,651

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
WAGE EARNING HOME ECONOMICS					
09.0201 - Care & Guidance of Children	Secondary	2/6	155/212	22	30,418
09.0202 - Cloth. Mgmt., Prod., and Services	Secondary	2/3	85/ 80	13	38,035
09.0203 - Food Mgmt., Prod., and Services	Secondary Center	4/8 1/1	165/250 30/ 35	10 8,566	2,911 23,159
09.0299 - Other HERO Multi-Occupations	Secondary	12/7	460/159	78	63,310
09.0205 - Inst. and Home Mgmt.	Secondary	10/0	300/ 0	0	0
09.0204 - Home Furnish., Equip., and Services	Secondary	12/0	175/ 0	0	0
TOTALS		43/25	1,370/736	8,689	157,833
CONSUMER & HOMEMAKING					
09.0101 - Comprehensive	Secondary	104/97	6,350/7,843	152,245	1,314,265
TOTALS		104/97	6,350/7,843	152,245	1,314,265

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
BUSINESS AND OFFICE					
14.0100 - Accounting & Computing	Secondary	0/ 1	0/124	151	39,331
	Center	5/ 5	155/284	53,685	145,148
14.0201 - Business Data Proc.	Center	4/ 4	177/ 42	58,524	158,233
14.0300 - Gen. Office Clerical	Secondary	62/64	866/877	2,571	476,200
	Center	2/ 2	56/312	17,550	47,450
14.0700 - Steno. Secretarial	Secondary	41/50	957/756	11,635	423,891
	Center	5/ 5	338/493	50,119	135,506
14.0900 - Typing & Related	Secondary	2/ 2	48/ 41	130	9,815
	Center	5/ 5	412/116	41,904	113,297
14.0600 - Education Assistant	Center	1/ 1	16/ 22	6,311	17,062
14.0203 - Programmers	Center	0/ 1	0/ 6	12,846	34,730
14.0299 - Other Bus. Data Proc.	Center	0/ 1	0/168	13,379	36,173
14.0800 - Supervisory Mgmt.	Secondary	0/ 1	0/ 24	0	9,312
TOTALS		127/142	3,025/3,265	268,805	1,646,148

TABLE II

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
TECHNICAL EDUCATION					
16.0106 - Civil Technology	Center	1/1	26/18	7,888	21,327
16.0107 - Electrical Technology	Center	1/1	38/52	13,460	36,392
16.0108 - Electronic Technology	Center	1/1	90/58	26,095	70,553
16.0109 - Electromechanical Tech	Center	1/1	20/37	15,796	42,708
TOTALS		4/4	174/165	63,239	170,980

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
TRADE AND INDUSTRIAL					
17.0100 - Air Conditioning	Center	1/ 1	20/ 59	8,805	23,807
17.0200 - Appliance Repair	Secondary	2/ 1	94/ 79	11	16,168
	Center	1/ 0	15/ 0	0	0
17.0301 - Body and Fender Rep.	Secondary	0/ 1	0/ 12	17	16,111
	Center	1/ 2	46/ 78	23,328	63,072
17.0302 - Auto Mechanics	Secondary	31/34	1,126/889	1,322	327,551
	Center	3/ 2	124/253	53,420	144,432
17.0400 - Aviation Occupation	Center	1/ 1	58/ 66	21,268	57,501
17.0700 - Commercial Art	Secondary	2/ 1	30/ 15	138	41,423
17.1001 - Carpentry	Secondary	28/34	675/638	25,206	303,327
	Center	1/ 1	52/ 56	16,653	45,024
17.1002 - Electricity	Secondary	0/ 1	0/ 97	12	13,551
17.1003 - Heavy Equipment	Center	1/ 1	80/ 53	9,076	24,540
17.1200 - Diesel Mechanics	Center	2/ 2	111/168	41,293	107,780
17.1300 - Drafting	Secondary	23/23	925/859	1,163	214,467
	Center	2/ 2	53/ 62	14,594	39,457
17.1500 - Electronics	Secondary	8/10	360/345	799	143,631
	Center	2/ 1	80/ 32	12,799	34,603
17.1900 - Graphic Arts	Secondary	5/ 4	139/ 93	194	68,617

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
TRADE AND INDUSTRIAL (cont.)					
17.2100 - Instrument Maint. and Repair	Center	1/1	15/17	5,629	15,219
17.2302 - Machine Shop	Secondary	11/7	555/540	42	28,476
	Center	2/2	34/37	14,980	40,500
17.2304 - Metalworking	Secondary	2/1	60/30	542	124,654
17.2306 - Welding and Cutting	Secondary	25/22	682/628	795	180,124
	Center	4/4	265/233	65,512	177,126
17.2900 - Quantity Food	Center	2/2	63/41	17,875	48,330
17.3100 - Small Engine Repair	Secondary	16/21	575/378	38,471	171,775
	Center	2/2	67/63	15,688	42,418
17.2700 - Plastics Occup.	Secondary	1/1	30/25	25	12,269
17.9900 - Other/Various	Secondary	6/4	94/239	20,237	68,153
	Center	0/2	0/59	35,545	96,103
TOTALS		186/191	6,428/6,144	445,439	2,690,209

TABLE II (cont'd)

O.E. Code & Program	Program Level	Number of Programs Planned/Actual	Enrollments Planned/Actual	Expenditures Federal	Expenditures State/Local
99.0100 - Group Guidance	Secondary	7/10	1,905/2,999	113,697	74,780
99.0300 - Remedial	Secondary	10/8	2,000/265	47,144	68,784
GRAND TOTALS		590/588	27,847/27,278	1,326,596	8,313,384

9. Composition of Enrollment by Race or Ethnic Background*

TABLE III

Program	Total	Female	Secondary	Postsecondary
American Indian or Alaskan Native	985	444	870	115
Black, not of Hispanic Origin	39	19	34	5
Asian or Pacific Islander	8	1	8	0
Hispanic	16	8	7	9
White, not of Hispanic Origin	22,837	11,573	19,057	3,780
TOTAL	23,885	12,045	19,976	3,909

*Estimated

V. Fiscal Allocations

Allocations of funds to secondary schools compared with what could be anticipated at the time of writing of the 1978 Annual Plan are displayed in Table IV. It should be noted again that twenty-two schools elected not to attempt to meet the necessary compliance criteria in consideration of the small amounts of money that were available for distribution.

Table IV data corresponds to the information contained in Table XXII of the Annual Plan for 1978, pages 247-258.

TABLE IV

Planned and Actual Expenditures of Federal, State and Local Funds, by Educational Agency for Secondary Schools and State Agencies.

Table IV - Planned and Actual Expenditures of
Federal, State and Local Funds, by Education Agency
Secondary Schools and State Agencies

Column Explanation

Due to the complexity of the various program areas and sources of funding available and distributed to local education agencies, and the need to display these various sources by the recipient agencies, it is necessary to compress column heading and consequently lose much description of the sources of funding and program purposes for which expenditures were made. The following definitions are made by way of description of the various columns contained in Table IV:

Table IV provides a summary of the distribution of state and federal funds and local matching monies by each eligible recipient. The planned expenditures columns are as allocated in the fiscal year 1978 state plan. The actual column figures are actual expenditures accrued for projects during the fiscal year.

Section 120 (formula)- refers to what has come to be known as "reimbursable programs," that is, programs covered by the basic grant in which a portion of the cost for the program is paid from state and federal sources based upon a formula allocation and the remainder of the cost paid through local sources. Figures represented in this column are summary for the district or eligible recipient, and may represent cost of one or more programs.

120 S-A - refers to Section 120 set-aside programs for disadvantaged or handicapped students. Program represented in this column are subject to "excess cost" matching requirements and consequently expenditures recorded in this column generally represent one-half of the total project cost. The remaining one-half is carried in the state or local matching columns. A notation of "D" or "H" before the reported expenditures identifies the disadvantaged or handicapped statues of the project.

130*, 140**, 150 - refers to programs authorized under sections 130, 140 or 150 of the Act. Section 130 programs, as represented, may be in the areas of research, exemplary and innovative programs, curriculum development, guidance and counseling, teacher training, or projects to overcome sex bias and sex role stereotyping. Section 140 programs are special disadvantaged progams which pay the full cost of new programs in areas of high youth unemployment and high drop-out rates. Section 150 refers to consumer and homemaking programs either on formula of receivirg depressed area (90-10) funding.

Other State - refers to funds provided by the Montana Legislature to support vocational student enrollments and included as part of

the state's foundation aid program.

Local - refers to all local expenditures reported as match. Figures depicted in this column are local match for all programs operated by that recipient regardless of federal fund sources.

Total - refers to grand total of expenditures for that recipient for vocational education programs meeting state plan requirements and includes all sources of expenditures identified within the table.

Comparison of planned and actual expenditures in Table IV reveals significant deviations. Such deviations as occur in columns representing federal and state support are primarily the result of additional program approvals made within the fiscal year, a lower expenditure level than planned and thus a lower funding rate on formula or a lack of expenditure reporting by eligible recipients. Extreme variations are particularly prevalent in the "local" column and subsequently in the "total" column. These variations, generally toward a decreased level of support, are the result of a great many factors including:

(1) Decreased expenditure through staff and personnel changes.
(2) Preliminary budgets submitted later modified by local officials.
(3) Overestimation of budgets by local officials to insure that any additional expenditure would receive full credit for funding.
(4) Adjusted local salaries to reflect only time spent on vocational programs approved and funded and not representative of total salaries and benefits.
(5) Lack of submitted expenditure reports.
(6) Fiscal year 1978 was the first year in which total budgets were submitted by eligible recipients (prior years applications and funding were based on salaries and benefits.) Consequently, total program cost may have included charges which were disallowed during state staff review.

Similar problems between planned and actual expenditures are anticipated for fiscal year 1979. However, since the basis for funding and distribution of funds is scheduled for change in fiscal year 1980, no actions are planned to correct this situation until the new funding system is implemented.

UNDER COLUMN 150:
* -- 130
** -- 140

TABLE IV

PLANNED AND ACTUAL EXPENDITURES OF FEDERAL, STATE AND LOCAL FUNDS, BY EDUCATIONAL AGENCY FOR SECONDARY SCHOOLS AND STATE AGENCIES

County and School	120 (Formula)		120 Dis/Hand		130*, 140**, 150		Other State	State		Local		Total	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan/Actual	Plan	Actual	Plan	Actual	Plan	Actual
BEAVERHEAD COUNTY													
Beaverhead Co. HS	116.	81.			1,602.	1,787.	2,584/ 2,584	2,724.	2,525.	44,696.	29,051.	51,722.	36,028.
BIG HORN COUNTY													
Hardin HS	131.	58.	1,900.	D 7,513.	*7,037.		4,929/ 4,929	4,243.	1,795.	88,377.	38,548.	106,797.	52,843.
					130.								
Lodge Grass HS			19,183.	D 16,152.						14,732.	17,118.	33,915.	33,270.
BLAINE COUNTY													
Chinook HS	170.	119.			1,650.		2,091/ 2,091	3,984.	3,673.	64,501.	16,284.	72,396.	22,167.
Harlem HS	90.	26.			264.	186.	2,180/ 2,180	2,110.	795.	21,386.	25,046.	26,030.	28,233.
Turner HS	245.	42.					749/ 749	5,769.	1,294.	21,632.	4,903.	28,395.	6,988.
BROADWATER COUNTY													
Broadwater Co. HS	28.	35.			238.		1,257/ 1,257	657.	1,068.	31,979	4,903.	34,159.	7,263.
CARBON COUNTY													
Red Lodge HS	98.	101.	16,312.		290.	813.	3,085/ 3,085	2,301.	3,127.	56,637.	33,323.	78,723.	40,449.
Bridger HS	113.	100.					1,171/ 1,171	2,654.	3,097.	19,224.	13,364.	23,162.	17,732.
Joliet HS	56.	74.					1,136/ 1,136	1,319.	2,174.	19,905.	13,467.	22,416.	16,851.
Fromberg HS	47.	45.			359.	905.	1,632/ 1,632	1,101.	1,399.	35,715.	27,186.	38,854.	31,167.
Belfry HS	95.	54.					791/ 791	2,234.	1,673.	29,059.	13,765.	32,179.	16,283.
CASCADE COUNTY													
Great Falls HS	1,595.	1,472.	9,859.	D 11,420.	9,552.	5,100.	52,728/52,728	37,467.	45,621.	635,080.	381,472.	746,281.	497,813.
Cascade HS	200.	387.			15,770.	14,656.	3,943/ 3,943	4,701.	11,987.	69,454.	62,278.	94,068.	93,251.
Centerville HS	57.	59.			175.	497.	1,274/ 1,274	1,332.	1,843.	48,779.	41,356.	51,617.	45,029.
Simms HS	110.	62.			330.	422.	4,918/ 4,918	2,591.	1,922.	53,292.	45,934.	61,241.	53,258.
Belt HS	100.	102.			940.	1,807.	2,929/ 2,929	2,344.	3,172.	52,549.	14,822.	58,862.	22,832.
Fort Benton HS	25.	20.			297.	812.	1,499/ 1,499	578.	510.	47,301.	34,503.	49,700.	37,344.
CUSTER COUNTY													
Custer Co. HS	270.	235.			976.	1,382.	6,899/ 6,899	6,338.	7,253	113,058.	110,447.	127,541.	126,216.
DANIELS COUNTY													
Scobey HS	66.				49.		2,579/	1,546.		60,797.		65,037.	
DAWSON COUNTY													
Dawson Co. HS	160.	129.			2,384.	4,412.	8,605/ 8,605	3,758.	3,996.	111,404.	104,299.	126,311.	121,441.
DEER LODGE COUNTY													
Anaconda HS	121.	101.			5,985.	2,614.	9,382/ 9,382	2,840.	3,129.	218,442.	111,336.	236,770.	126,562.
FALLON COUNTY													
Baker HS	61.	62.			801.		2,488/ 2,488	1,432.	1,919.	57,298.	22,616.	62,080.	27,085.

UNDER 150 COLUMN:
* -- 130
** -- 140

TABLE IV

PLANNED AND ACTUAL EXPENDITURES OF FEDERAL, STATE AND LOCAL FUNDS, BY EDUCATIONAL AGENCY FOR SECONDARY SCHOOLS AND STATE AGENCIES

County and School	120 (Formula)		120 Dis/Hand.		130*, 140**, 150		Other State	State		Local		Total	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan/Actual	Plan	Actual	Plan	Actual	Plan	Actual
FERGUS COUNTY													
Fergus Co. HS	129.	190.			904.	2,549.	4,981/ 4,981	3,026.	5,878.	50,839.	60,325.	59,879.	73,923.
Moore HS					166.		1,286/			10,669.		12,121.	
Denton HS	66.	44.			701.	318.	1,336/ 1,336	1,549.	1,360.	31,358.	21,301.	35,010.	24,359.
Winifred HS	89.	93.					771/ 771	2,098.	2,894.	17,495.	15,585	20,453.	19,343.
FLATHEAD COUNTY													
Flathead HS	1,087.	1,060		H-27,745.	4,482		14,709/14,709	25,559.	32,867.	273,553.	212,540.	319,390.	288,921.
Columbia Falls HS	114.	68.			818	1,803.	5,967/ 5,967	2,684.	2,118.	126,574.	74,373.	136,157.	84,329.
Bigfork HS	153.	225.			3,443.	6,732.	3,972/ 3,972	3,591.	2,746.	50,010.	43,211.	61,169.	56,886.
GALLATIN COUNTY													
Manhattan HS	74.	109.			385.		1,956/ 1,956	1,741.	3,383.	31,855.	17,090.	36,011.	22,538.
Bozeman HS	235.	179.			*2,500.	*2,500.	9,847/ 9,847	5,515.	5,538.	201,172.	136,248.	222,758.	158,144.
					3,489.	3,832.							
Belgrade HS	141.		4,889.	D 4,250.	2,282.		4,293/	3,304.		91,253.	22,573.	106,162.	26,823.
Three Forks HS	90.	61.			658.	647.	2,155/ 2,155	2,124.	1,881.	50,659.	31,754.	55,686.	36,498.
West Yellowstone HS	16.						697/	380.		24,000.		25,093.	
GARFIELD COUNTY													
Garfield Co. HS	17.	14.			461.	1,155.	1,055/ 1,055	395.	427.	28,383.	15,956.	30,311.	18,607.
GLACIER COUNTY													
Browning HS	1,173.	641.			5,559.	7,696.	2,557/ 2,557	27,567.	19,868.	139,522.	103,761.	176,378.	134,523.
Cut Bank HS	164.	76.			2,387.	2,245.	3,248/ 3,248	3,853.	2,361.	132,104.	75,648.	141,756.	83,578.
HILL COUNTY													
Rudyard HS	17.	12.			707.	1,606.	1,714/ 1,714	398.	378.	31,527.	21,648.	34,363.	25,358.
JEFFERSON COUNTY													
Whitehall HS	141.	70.	10,351.	D 26,230.	1,146.	715.	3,889/ 3,889	3,311.	2,176.	50,569.	25,007.	69,407.	58,087.
Jefferson HS	19.	28.			2,149.	1,945.	2,407/ 2,407	452.	877.	31,219.	26,493.	36,246.	31,750.
LAKE COUNTY													
St. Ignatius HS		37.			1,962.		1,964/ 1,964		1,160.	8,305.	10,344.	12,231.	13,505.
Ronan HS	356.	276.			4,031.	3,371.	5,719/ 5,719	8,358.	8,546.	118,596.	72,418.	137,060.	90,330.
LEWIS & CLARK COUNTY													
Helena HS	905.	1,299.	16,786.	D 8,000.	8,541.	15,122.	24,581/24,581	21,267.	40,283.	524,359.	380,345.	596,439.	469,630.
LIBERTY COUNTY													
Chester HS					198.	276.	1,120/ 1,120			12,790.	6,723.	14,108.	8,119.
LINCOLN COUNTY													
Troy HS	24.	13.			*12,400.	*4,949.	1,456/ 1,456	575.	409.	43,805.	24,920.	60,240.	33,108.
					1,980.	1,361.							
Lincoln Co. HS	129.				587.		2,405/	3,030.		64,993.		71,144.	

UNDER 150 COLUMN:
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TABLE IV

PLANNED AND ACTUAL EXPENDITURES OF FEDERAL, STATE AND LOCAL FUNDS, BY EDUCATIONAL AGENCY FOR SECONDARY SCHOOLS AND STATE AGENCIES

	120 (Formula)		120 Dis/Hand.		130*, 140**, 150		Other State	State		Local		Total	
County and School	Plan	Actual	Plan	Actual	Plan	Actual	Plan/Actual	Plan	Actual	Plan	Actual	Plan	Actual
MADISON COUNTY													
Sheridan HS	78.	90.			302.	845.	2,090/ 2,090	1,828.	2,785.	40,361.	27,814.	44,659.	33,624.
Twin Bridges HS	53.	64.			289.		2,519/ 2,519	1,256.	1,990.	37,094.	15,650.	41,211.	20,223.
MEAGHER COUNTY													
White Sulphur Spgs.	56.	65.			357.	616.	1,553/ 1,553	1,313.	2,024.	41,427.	26,837.	44,706.	31,095.
MISSOULA COUNTY													
Missoula HS	2,317.	1,326.		D 3,518.	9,495.	9,495.	61,568/61,568	54,461.	41,112.	743,336.	536,591.	871,177.	653,610.
MUSSELSHELL COUNTY													
Melstone HS	34.	50.			552.	674.	2,293/ 2,293	799.	1,552.	22,769.	19,972.	26,447.	24,541.
Roundup HS	50.	66.			267.	750.	2,582/ 2,582	1,186.	2,044.	52,353.	22,796.	56,438.	28,238.
PARK COUNTY													
Clyde Park HS	66.	72.			232.	170.	1,665/ 1,665	1,559.	2,244.	35,572.	26,737.	39,094.	30,888.
PHILLIPS COUNTY													
Malta HS	106.	155.			873.	2,081.	3,011/ 3,011	2,483.	4,805.	72,587.	55,691.	79,060.	65,743.
PONDERA COUNTY													
Conrad HS	167.	174.			271.	614.	5,159/ 5,159	3,930.	5,384.	82,634.	41,729.	92,161.	53,060.
Valier HS	348.	80.			*11,855.	*2,096.	1,819/ 1,819	8,177.	2,480.	76,203	25,456.	99,061.	32,299.
					659.	368.							
POWDER RIVER COUNTY													
Powder River Co. HS	115.	51.			140.		1,775/ 1,775	2,684.	1,592.	77,079.	14,559.	81,793.	17,977
POWELL COUNTY													
Powell Co. HS	194.	192.			1,216.	1,201.	4,177/ 4,177	4,564.	5,949.	118,466.	51,002.	128,617.	62,521.
RAVALLI COUNTY													
Corvallis HS	357.				4,625.		1,355/	8,386.		54,187.		68,910.	
Stevensville HS	108.	77.			5,075.		2,693/ 2,693	2,548.	2,395.	38,644.	16,160.	49,068.	21,325.
Hamilton HS	465.	345.			3,760.	3,831.	7,869/ 7,869	10,937.	10,700	125,180.	58,623.	148,211.	81,368.
Victor HS	234.	178.			**39,500.	**10,809.	1,702/ 1,702	5,491.	5,509.	43,989.	22,838.	91,284.	42,073.
					368.	1,037.							
Darby HS					2,501.	1,954.	1,913/ 1,913			13,137.	7,092.	17,551.	10,959.
Florence HS	9.	19.			371.	206.	1,650/ 1,650	211.	600.	23,226.	12,368.	25,467.	14,843.
RICHLAND COUNTY													
Sidney HS	109.	73.			1,109.		7,397/ 7,397	2,540.	2,263.	92,677.	13,590.	103,832.	23,323.
Fairview HS	175.	172.			1,066.	1,417.	2,801/ 2,801	4,116.	5,320.	86,656.	67,654.	94,814.	77,364.
ROOSEVELT COUNTY													
Culbertson HS	150.	82.			405.	899.	1,272/ 1,272	3,514.	2,539.	61,305.	30,668.	66,646.	35,460.
Wolf Point HS	734.	231.			569.	1,279.	3,506/ 3,506	17,258.	7,162.	89,674.	31,235.	111,741.	43,413.
Brockton HS				D 21,956.							40,005.		61,961.
Poplar HS						**22,435.							22,435.

UNDER 150 COLUMN:
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TABLE IV

PLANNED AND ACTUAL EXPENDITURES OF FEDERAL, STATE AND LOCAL FUNDS, BY EDUCATIONAL AGENCY FOR SECONDARY SCHOOLS AND STATE AGENCIES

	120 (Formula)		120 Dis/Hand		130*, 140**, 150		Other State	State		Local		Total	
County and School	Plan	Actual	Plan	Actual	Plan	Actual	Plan/Actual	Plan	Actual	Plan	Actual	Plan	Actual
ROSEBUD COUNTY													
Rosebud HS	78.	58.			719.	390.	1,907/ 1,907	1,840.	1,801.	34,505	21,847	39,049.	26,003.
Colstrip HS	39.	676.			2,185.	6,145.	852/ 852	927.	20,968.	38,514	52,726	42,517.	81,367.
SANDERS COUNTY													
Plains HS	29.	19.			389.	747.	1,296/ 1,296	629.	581.	32,626	13,276	34,969.	15,919.
Thompson Falls HS					*11,928.	*11,272.	715/ 715			15,317	3,407	28,229.	15,394.
					269.								
Hot Springs HS	25.	5.	3,155.	D 2,032.	1,209.		2,031/ 2,031	581.	150.	47,329	13,316	54,330.	17,534.
SHERIDAN COUNTY													
Medicine Lake HS	72.	94.			56.	160.	2,280/ 2,280	1,696.	2,917.	28,907	18,462	33,011.	23,913.
SILVER BOW COUNTY													
Butte HS	128.	190.		H 41,101.			1,640/ 1,640	3,005.	5,885.	79,416	155,079	84,189.	203,895.
STILLWATER COUNTY													
Park City HS	121.	178.			1,890.	6,480.	1,191/ 1,191	2,843.	5,523.	37,524	25,051	43,569.	38,423.
Rapelje HS	244.	34.			146.	266.	1,862/ 1,862	5,680.	864.	29,763	19,075	37,695.	22,101.
Absarokee HS	97.	106.			280.	647.	2,581/ 2,581	2,268.	3,264.	43,516	30,721	48,742.	37,319.
SWEET GRASS COUNTY													
Sweet Grass Co. HS	185.	123.			920.	723.	2,495/ 2,495	4,342.	3,738.	66,301	40,009	74,243.	47,088.
TETON COUNTY													
Choteau HS	18.	14.			637.	148.	1,966/ 1,966	415.	441.	34,799	30,815	37,835.	33,384.
Fairfield HS	74.	39.			284.	523.	1,681/ 1,681	1,729.	1,200.	34,051	30,680	37,819.	34,123.
Dutton HS	22.	28.					760/ 760	516.	874.	17,561	13,817	18,859.	15,479.
TOOLE COUNTY													
Shelby HS	606.	176.			1,181.	2,460.	2,374/ 2,374	14,251.	5,460.	105,469	54,089	123,881.	64,559.
VALLEY COUNTY													
Glasgow HS	149.	105.			1,865.	3,458.	6,299/ 6,299	3,497.	3,243.	117,677	82,825	129,487.	95,930.
Hinsdale HS	98.	69.			1,719.	4,819.	2,011/ 2,011	2,296.	2,150.	37,014	27,054	43,138.	36,103.
Opheim HS	69.	102.	20,675.	D-20,895.	1,135.	3,100.	1,936/ 1,936	1,621.	3,150.	43,801	35,311	69,237.	64,494.
Nashua HS	123.	8.			3,143.	1,119.	1,778/ 1,778	2,881.	238.	44,901	21,118	52,826.	24,261.
WHEATLAND COUNTY													
Harlowton HS	120.	101.			865.	1,135.	2,434/ 2,434	2,823.	3,132.	51,591	32,592	57,833.	39,394.
WIBAUX COUNTY													
Wibaux HS	94.	76.			210.	368.	2,471/ 2,471	2,205.	2,369.	42,292	29,447	47,272.	34,731.

TABLE IV

PLANNED AND ACTUAL EXPENDITURES OF FEDERAL, STATE AND LOCAL FUNDS, BY EDUCATIONAL AGENCY FOR SECONDARY SCHOOLS AND STATE AGENCIES

County and School	120 (Formula)		120 Dis/Hand.		130*, 140**, 150		Other State	State		Local		Total	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan/Actual	Plan	Actual	Plan	Actual	Plan	Actual
YELLOWSTONE COUNTY													
Billings HS	1,478.	1,800.	37,238.	D 37,863.		*20,877.	17,710/17,710	34,730.	45,608.	628,791.	567,310.	719,947.	691,168.
Laurel HS	158.	40.			1,467.	3,290.	2,152/ 2,152	3,709.	1,228.	73,041.	47,697.	80,527.	54,407.
Custer HS	57.	84.					1,063/ 1,063	1,335.	2,593.	24,549.	17,549.	27,004.	21,289.
Huntley Project HS	105.	134.			354.	814.	3,320/ 3,320	2,476.	4,143.	72,445.	51,060.	78,700.	59,471.
Shepherd HS	49.	43.			312.	610.	2,924/ 2,924	1,142.	1,124.	57,297.	35,908.	61,724.	40,609.
Broadview HS		6.				120.			185.		8,044.		8,355.
Inverness HS						522.					12,852.		13,374.
Northern MT College			19,549.	D 67,422.		*13,327.				9,050.	67,553.	28,599.	148,302.
Deaf & Blind School			7,979.	H 7,979.						7,979.	11,778.	15,958.	19,757.
Wm Sprg State Hosp			45,000.	D 85,142.						5,000.	85,142.	50,000.	170,284.
Swan River Youth			20,000.	H 34,040.							20,236.	20,000.	54,276.
Pine Hills for Boys			15,000.	D 24,086.							914.	15,000.	25,000.
Mtn View for Girls			3,000.	D 10,502.								3,000.	10,502.
Galen				D 2,214.									2,214.
Labor & Industry						*18,983.					19,000.		37,983.
MSU						*28,842.							28,842.
U of M						* 4,471.							4,471.
Billings VTC	162,022.	162,022.			16,279.	*16,279.			596,055.		202,082.	178,301.	976,438.
Butte VTC	133,022.	133,022.			15,745.	*15,745.			502,081.		123,198.	148,767.	774,046.
Great Falls VTC	89,168.	89,168.		H 25.	38,281.	*80,163.			540,119.		139,906.	127,449.	849,381.
Missoula VTC	247,724.	247,724.			39,202.	*39,202.			912,830.		173,897.	286,926.	1,373,653.
Helena VTC	260,984.	260,984.			25,110.	*25,110.			870,659.		117,858.	286,094.	1,274,611.
GRAND TOTALS	912,226.	908,649.	250,876.	460,085	144,565.	152,247.	415,032./	453,478.	3,893,694	7,950,488	6,182,052	10,346,502	12,316,654
					*180,337.	*283,816.	402,417.						
					** 39,500.	** 33,244.							

Table V - Fiscal Year 1978 Allocation of Federal Funds by Purpose Comparison with 1978 Expenditures

Table V provides a comparison of federal funds allocated by each purpose of the Act and actual expenditures for fiscal year 1978. Review of the table indicates that expenditures are generally in accord with allocated amounts with $2,210,512 expended compared to $2,340,960 allocated, a difference of $130,448. However, it should be noted that $307,011 of fiscal year 1977 carry over money was expended for FY 78 projects and is included within the total reported expenditures, leaving a balance of $437,460 in fiscal year 1978 funds to be carried over into fiscal year 1979.

Comparison of Subpart 2, Instructional program expenditures, reveal several areas in which allocated and actual expended figures vary substantially. Disadvantaged programs were budgeted at $335,061, added to this amount was $134,362 of fiscal year 1977 carry in money for a total available for distribution of $469,423, of this amount $255,512 was expended leaving a balance of $213,911 to be carried over to fiscal year 1979. This balance to be carried over is the result of a lack of applications to support program grants in 1978. Implementation "excess cost" and "mainstreaming" provisions of the Act have resulted in a cautious approach by many administrators. An additional contributing factor was the lateness of controlling rules and regulations becoming available after most districts had established budgets for fiscal 1978. Submitted applications for FY 1979 indicate the problem have been resolved.

The Subpart 2 handicapped allocation of $167,531 plus $113,242 of 1977 carry in funds provided a total of $280,773 available for distribution in fiscal year 1978. Expenditures of $224,573 were recorded for the year leaving a balance of $56,200 to be carried over to fiscal year 1979. Since this is regarded as satisfactory progress in meeting the objectives established for the program area.

The Postsecondary allocation of $917,826 exceeded expenditures ($892,924) by $24,902 in fiscal year 1978.

This reduction in allocated/expended amounts was justifiable due to increased revenues in other sources of funding.

The expenditure of $50,000 to support personnel to eliminate sex bias and sex role stereotyping in vocational education complies with the allocated of $50,000 for this purpose. The $1,000 allocation for Displaced Homemakers was expended under guidance from the Human Potential Consultant and provided workshops to assess displaced homemakers needs and available services.

The expenditures for state administration ($190,458) exceeded the allocated amount ($182,825) by $7,633, in fiscal year 1978. This increased amount was provided through reallocation of postsecondary monies and reflects staff reorganization accomplished during the fiscal year.

Subpart 2 funds allocated for secondary programs totalled $21,060. Expenditures were recorded for $15,725. This variation is the result of twenty-two school districts decision not to submit expenditures and end of year reports. Unused funds will be carried over to fiscal year 1979.

Subpart 3 federal expenditures for Program Improvement and Supportive Services totalled $384,829 for fiscal year 1978. This compares to an allocation of $418,826. An additional $59,407 of FY 1977 research and exemplary funds were also carried into 1977 and provided a total of $478,233 available for Subpart 3 puproses.

Funds used include $40,759 of the 83,765 set aside from disadvantaged funds used for Subpart 3 purposes. The unexpended disadvantage subpart 3 allocation ($43,006) will be carried over to FY 1979.

The subpart 3 handicapped allocation of $41,882 was totally expended during FY 1978 to provide handicapped vocational evaluation services through the Great Falls Vo-Tech Center.

Expenditures of $101,013 were made during the year to provide administration, guidance and counseling supervision, support for the Montana VIEW program, and in-house research activities. This compares to an original allocation of $70,756. The increased expenditure is the result of the inclusion of the above cited services and additional in-house research activities. Carry in $30.257.

The subpart 3 allocation for guidance and counseling support services was $98,907. Expenditures for guidance and counseling services were accomplished through the five postsecondary centers and totalled $98,907.

Funds allocated to research, exemplary and innovative programs, curriculum development and teacher training were $148,566. Additional fiscal year 1977 carry in funds totalling $59,407 were added to the grant allocation for a total of $207,973 available for projects during the fiscal year. Expenditures of $102,268 were charged against this amount leaving a balance of $105,705 to be carried into fiscal year 1979. Lack of expenditure for program improvement funds was due to a lack of fundable submitted application.

The special disadvantaged (subpart 4) grant for fiscal year 1978 was $80,936. Recorded expenditures totalled $33,244 and supported

two projects in depressed areas. Again, lack of fundable project application resulted in the decreased expenditure, and expended amounts reported by L.E.A.'s were less then granted amounts. Subpart 4 fund balances will be carried into 1979 and allocated to support projects.

The subpart 5 consumer and homemaking allocation totalled $165,965 for fiscal year 1978, with the requirement that a minimum of one-third ($55,298) be expended in depressed areas. Actual expenditures were $162,247 with $68,335 expended within depressed areas.

TABLE V

FISCAL YEAR 1978 ALLOCATION OF FEDERAL FUNDS BY PURPOSE
COMPARISON WITH 1978 EXPENDITURES

	Instructional Programs		Support Services		Total	
	Plan	Actual	Plan	Actual	Plan	Actual
Disadvantaged Programs	335,061	255,512*	83,765	40,759	418,826	296,271
Handicapped Programs	167,531	224,573**	41,882	41,882	209,413	266,455
Postsecondary	917,826	892,924	0	0	917,826	892,924
Sex Bias Requirement	50,000	50,000	0	0	50,000	50,000
State Administration	182,825	190,458	45,706	101,013	228,531	291,471
Secondary Allocation	21,060	15,725	0	0	21,060	15,725
Displaced Homemakers	1,000	1,000	0	0	1,000	1,000
Guidance Services	0	0	98,907	98,907	98,907	98,907
Research						
Exemplary						
Curriculum Develop.						
Teacher Training	0	0	148,566***	102,268	148,566	102,268
Limit English Speak	0	0	0	0	0	0
Subtotal	1,675,303	1,630,192	418,826	384,829	2,094,129	2,015,021
Special Prog for Dis.					80,936	33,244
Consumer & Homemaking					165,895	162,247
1/3 to Depressed Areas		(55,298)	(68,355)			
Grand Total					2,340,960	2,210,512

*Includes $134,362 of FY 77 carryover expended in FY 78
**Includes $113,242 of FY 77 carryover expended in FY 78
***Includes $ 59,407 of FY 77 carryover expended in FY 78

Table VI - Fiscal Year 1978 Total Federal/State
Local Expenditures by Legislative Purpose

Table VI provides a brief summary of all vocational education expenditures for fiscal year 1978, by each legislative purposes. This table represents a compilation of expenditures reported in Tables IV, V, and VII.

Analysis of expenditures by each legislative purpose provides summary data of federal expenditures by each purpose specificiation P.L. 94-482, the Vocational Education Amendments of 1976, and matching amounts expended from state and local sources.

Funds expended to provide programs and services to disadvantaged persons totalled $508,749 during fiscal year 1978. This sum was comprised of $296,271 in federal funds and $212,478 in state and local matching funds. The federal expenditure included $134,362 of fiscal year 1977 carry over funds expended prior to October 1, 1977 and not subject to "Excess Cost" matching requirements. Disadvantaged funds expended to support Subpart 2 programs and services totalled $425,540. Subpart 3 program improvement and support services expenditures totalled $83,209. No expenditure of funds was recorded to provide programs for Limited English Speaking populations.

Handicapped expenditures totalled $409,668 during fiscal year 1978. This included $266,455 of federal funds and $153,213 in state and local matching moneys. The $256,455 federal expenditure included $113,242 of fiscal year 1977 money carried into fiscal year 1978 and expended prior to October 1, 1977. This leaves a remaining balance of $143,213 matched by $153,213 in state and local expenditures. Subpart 2 expenditures totalled $335,904 and subpart 3 expenditures totalled $83,764.

Subpart 2 expenditures at the states five postsecondary vocational technical centers totalled $5,071,609. This total is comprised of $892,924, in federal funds and $4,178,685 in state and local funds. Table IV provides information as to other federal funds utilized by the Centers during fiscal year 1978.

Federal funds totalling $50,000 were expended during fiscal year 1978 to provide full time personnel and services for eliminating sex bias and sex roll stereotyping in vocational education. The expenditures of the funds was not subject to a state or local match.

State Administration expenditures for fiscal year 1978 totalled $510,984 (Table VII). This sum was comprised of $371,471 in federal funds and includes from Subpart 2, $10,000 in disadvantaged funds $10,000 in handicapped funds, $190,458 state administration and the $50,000 sex bias requirement; Subpart 3 $101,013 to provide admin-

istrative and support service personnel; Subpart 4 (consumer) funds of $10,000. Total state match for administration was $139,513 as detailed in Table VII. This represents a state match of 27.3 percent and exceeds the fiscal year 1978 matching requirements.

Funds utilized for displaced homemakers totalled $1,000 from Subpart 2 and required no state or local match.

Subpart 2 expenditures for secondary programs totalled $4,748,201 Federal funds provided $15,725 of this amount and state and local funds the remaining, $4,732,476.

Program Improvement and Supportive Services (subpart 3) expenditures totalled $533,604. Federal funds comprised $384,829 of this amount and $148,775 was provided by state and local sources.

Expenditures included $83,209 of disadvantaged and $83,764 of handicapped funds used for Subpart 3 purposes (research, guidance, exemplary curriculum development, and teacher training). Expenditures of $121,313 provided for administration and support service personnel.

Guidance services were provided through the expenditure of $99,126. Federal Subpart 3 funds comprised $98,907 of this amount and $219 was provided through state funds. Expenditure of these funds was through the state's five postsecondary vocational technical centers.

The balance of expenditures in Subpart 3 ($146,192) provided for grants and contract to L.E.A.'s teacher training institutions of state agencies and in-house activities as noted by legislative purpose on Table VI. Totals of expenditures for Subpart 2 and Subpart 3 of the basic grant were $11,475,529. The total federal expenditure was $2,015,021 and $9,460,508 was provided through state and local match.

Special disadvantage (subpart 4) expenditures of $33,244 were recorded during fiscal year 1978. These funds provided 100 percent of the cost for program in targeted communities. No state or local funds have been applied for match.

Consumer and Homemaking programs (subpart 5) expended $1,319,415 during fiscal year 1978. Expenditure of federal funds totalled $162,247, of which $68,335 was expended in depressed areas. State and local matching funds totalled $1,157,168 with $98,363 of this amount being derived from depressed area match.

The grant total of expenditures for programs and services under the Act of Montana was $12,828, 190. The Total Federal share was $2,210,512 and $10,617,676 was provided through state and local match.

TABLE VI

FISCAL YEAR 1978 TOTAL FEDERAL/STATE/LOCAL EXPENDITURE BY LEGISLATURE PURPOSE

FY 1978 Funds Only

Purpose	Federal Budget	Instructional Programs Federal/State-Local	Support Services Federal/State-Local	Total Federal/State-Local
Disadvantaged[1]	418,826	161,909/212,478		161,909/212,478
LESA[2]	(4,188)	0/0		(4,188)/0
Handicapped[3]	209,413	153,213/153,213		153,213/153,213
Postsecondary	917,826	892,924/4,178,685		892,924/4,178,685
Sex Bias	50,000	50,000/0		50,000/0
State Administration	228,531	190,458/129,213	55,516/10,300	245,974/139,513
Secondary	21,060	15,725/4,732,476		15,725/4,732,476
Disp. Homemakers	1,000	1,000/0		1,000/0
Guidance Services	98,907		98,907/219	98,907/219
Research	0		49,629/20,000	49,629/20,000
Exemplary	0		44,460/23,924	44,460/23,924
Curriculum Development	0		10,657/0	10,657/0
Teacher Training	148,566		12,762/0	12,762/0
Subtotal	2,094,129	1,465,229/9,406,065	271,931/54,443	1,737,160/9,460,508
Special Disadv.	80,936	33,244/0		33,244/0
Consumer & Home.	165,495	162,247/1,157,168		162,247/1,157,168
Depressed Areas	(68,335)	(68,335)/(98,363)		(68,335)/(98,363)
Grand Total	2,340,960	1,660,720/10,563,233	271,931/54,443	1,932,651/10,617,676

Footnotes for Page 41

[1]Total Budget for Disadvantaged Programs, $418,826, less funds expended in FY 78 of $161,909 leaves a carryover amount of $256,917 that will be matched with State and local funds as projects are paid in fiscal year 1979.

[2]The required expenditure for LESA in fiscal year 1978 was $4,188. The two projects that this funding was earmarked and carried over for did not meet funding requirements and were not reimbursed. These projects were allocated to the Missoula School District. Proposals were initially approved. However, funding was contingent upon the success of the projects.

[3]Total Budget for Handicapped Programs was $209,413 less 78 expenditures of $153,213 leaves a carryover amount of $56,200 that will be matched by State and local effort in fiscal year 1979.

Table VII - State Administration

Table VII provides a summary of planned and actual cost of state administration for fiscal year 1978.

The total expenditure for state administration during the year was $510,984. The federal shares of this expenditure totalled $371,471 or 73 percent of the total. The source of these funds includes $190,458, from section 120 state administion (including $7,633 of 1977 carry over money). This amount was matched by $99,213 of state expenditure.

Section 120 disadvantage and handicapped funds provided $10,000 each for state administration with $10,000 provided from state funds to match each source of expenditure. Expenditures to support full time personnel to eliminate sex bias and sex role stereotyping totalled $50,000 and meet federal requirements for expenditure of these funds. No state match is required for these funds.

Expenditures from subpart 3 funds totalled $121,313 with $101,013 provided from federal funds. State matching funds provided $20,300. Federal carry over funds utilized in 1978 included $30,257. These funds provided for administration of programs, support for the Montana VIEW program, guidance and counseling, and in-house research.

Subpart 5 funds were expended in the amount of $10,000 to provide ancillary service to the consumer and homemaking programs.

The increased expenditure for state administration ($510,984) above planned ($483,581) totalled $27,403. This increased expenditure was necessitated by staff reorganization which occured in fiscal 1978.

TABLE VII
STATE ADMINISTRATION
ALL SOURCES OF FUNDING FY 19[illegible]8

Source	Planned/Actual			
	Federal	State	Local	Total
120 Regular	182,825/190,458	130,000/99,213	0/0	312,825/289,671
120 Disadvantaged	15,000/15,000	10,000/15,000	0/0	25,000/30,000
120 Handicapped	15,000/15,000	10,000/15,000	0/0	25,000/30,000
130 Administration	45,706/45,706	0/10,300	0/0	45,706/56,006
130 Prog. Improvement	9,810/9,810	0/0	0/0	9,810/9,810
140 Disadvantaged	0/0	0/0	0/0	0/0
150 Consumer	10,000/10,000	0/0	0/0	10,000/10,000
TOTAL	278,341/285,974	150,000/139,513	0/0	428,341/425,487

Table VIII - Comparison of Expenditures for Programs In Secondary Schools

Federal Funds Expended

FY 1975	FY 1976	Average of Years	95% Requirement
$ 764,226	$ 567,285	$665,755	$ 632,467
FY 1978	FY 1979		$ 632,467
$ 529,054	N/A*		

*Current years expenditures not completed

Table VIII provides a comparison of basic grant expenditures for secondary programs as required by regulation §104,315. The regulation states:

"(a) The State shall expend from its allotment for the basic grant (subpart 2) approximately the same amount of Federal funds for programs in secondary schools during fiscal years 1978 and 1979 as it had expended during fiscal years 1975 and 1976.

(b) The State shall set forth in the five year State Plan its justification for the need to shift funds in the event the projected Federal expenditures for programs in secondary schools, in either fiscal year 1978 or 1979 are not within 95 percent of the amount of Federal funds expended for programs in secondary schools during fiscal year 1975 and 1976."

The fiscal year 1978 State Plan for Vocational Educaton outlines the following sources of funds for secondary programs in fiscal year 1978 (pg. 41):

1978		1979
1977 Carry-over		
1026 Disdadvantaged	$46,029	
Disadvantaged	70,113	
Handicapped	108,120	

1978 Funds		1979 Funds
Handicapped	$167,531	$ 167,531
Disadvantaged	335,061	335,061
Subpart 2	22.060	64,693
	$748,914	$ 567,285

Actual subpart 2 expenditures for the year totalled $529,054 and were derived from $255,512 disadvantaged, $224,573 handicapped, Secondary $15,725 and $33,244 section 140 special disadvantaged.

Review of Table VIII indicates federal expenditures in fiscal years 1975 and 1976 of $764,226, and $567,285 respectively or an average of $665,755 per year.

The 95 percent requirement applied to $665,755 yield an annual expenditure rate of $632,467 for compliance maintenance of expenditure regulations. However, the following consideratons apply:

(1) Expenditure contained in this report substantially comply with allocations outlined in H.B.145 of the 45th Montana Legislature.

(2) Due to lateness of implementing rules and regulations and addition of "excess cost" requirements, many schools had completed budgeting and could not comply with matching requirements for application for disadvantaged and handicapped funds. This resulted in a less than projected expenditure of 1978 set-aside funds and carry-over of these funds for fiscal year 1979 expenditure.

(3) Inquiry was made to the Regional U.S. Office of Education during the FY 1979 State Plan development concerning the aggradation of FY 1975 and 76 and FY 78 and 79 for comparison purposes. Montana was informed this would be allowable due to the language of the Act (Section 107 (b) (3) (A) (ii).

Consequently, determination of Montana's compliance to 104.315 maintenance of expenditure for secondary schools is not possible until submission of the fiscal year 1979 annual accountability report.

VI. Fiscal Summaries and Assurances of Compliance

A. Summary of Funding by Level and Purpose

As stated elsewhere, the State Board of Vocational Education in 1977 decided not to allocate federal funds for adult vocational education programs for the 1978-79 biennium due to the severe limitations on funds. College vocational education programs have not been funded during this biennium through the State Vocational Education Office, the rationale being that their programs have already received consideration and funding by direct appropriation from the state legislature. It should also be noted that the vocational technical centers in Montana are funded by institution rather than by program, consequently funding allocations will be reported by institution. Table V summarizes the planned and actual fiscal year 1978 allocations.

B. Postsecondary Funding

The five vocational technical centers in Billings, Butte, Great Falls, Helena, and Missoula received regular program funding according to the formula described on pages 15-22 of the 1978 Annual Plan. Because the centers are treated as statewide institutions their relative ability to pay is considered for formula funding purposes, to be the same as the statewide average. Allocations of local, state, and federal funds in the five centers is detailed in Table IV.

C. Fiscal Assurances

1. All secondary and postsecondary vocational education funds, whether federal or state, are awarded on the basis of project or institutional applications. All programs or activities supported by such funds have met the same requirements as federally funded programs.

2. State matching and maintenance of effort requirements were met only by actual expenditures of funds and no in-kind contributions were used. Table IV indicates the levels of such expenditures.

3. State and local expenditures in FY 1977 were $8,311,370 compared with $10,053,128 in FY 1978.

D. Description of Formula

The formula for distribution of federal and state funds in Montana was structured around six formula factors in FY 1978. These six factors were:

I. Relative Financial Ability
II. Concentration of Low Income Families
III. Excess Program Cost
IV. Vocational Education Needs
V. Program Quality
VI. Elimination of Sex Stereotyping

Simulations of funds distribution indicated that the formula would indeed provide the greatest amount of funding to those districts with the greatest need. However, analysis of fund distribution at year end by each of the six factors discloses the following:

The relative financial ability factor is a reasonable indicator of the districts ability to pay the cost of vocational education. Deficiencies, however, were noted in some instances. Since Montana's State Foundation Aid program is weighted to provide greater funding to districts with a low ability to pay and smaller districts, the apparent variations in the ability to pay may not actually exist to the degree the formula indicates. Additionally, outside sources of support (primarily federal) are not counted for formula computation purposes. The result of these variations is that a limited number of districts who may appear to have a low relative financial ability may indeed have a greater relative financial ability than the formula would indicate. Currently, a task force has been called together to study the state's Foundation Aid program and provide the Superintendent with recommendations for adjustment and changes. Changes indicated will be referred to the Montana legislature for action and enactment by fiscal year 1980. Such changes as occur may necessitate revision of this factor is subsequent years.

The concentration of low income families factor provides the strongest and most consistent indicator of relative need. Data is readily available for formula computation purposes, and review of formula fund distribution indicates this factor to be consistent in providing funds to districts with greater need. The fiscal year 1979 State Plan has modified the formula to provide for 50 of the possible 100 points to be derived from the concentration of low income families.

The excess program cost factor has not proven to be as effective as anticipated. Central to this factor is the relationship of a specific school's expenditure to support vocational education as compared to a state average. While this does attach a premium (and greater funding) to districts who have made the greatest expenditures for vocational education, it also tends to negate the relative financial ability factor since districts with the greatest ability to pay usually have the greatest amount of expenditures. For this reason, the factor has been dropped from the fiscal year 1979 State Plan formula.

The vocational education needs factor is composed of four parts: employment needs as expressed by the percent of demand for workers in an occupational area; average unemployment rate; dropout rate; and, designated economically depressed areas. While this factor does address itself to the obvious need for vocational education programs as expressed by dropout rates, unemployment rates, and designated economically depressed areas, the use of occupational demand data has proven to be of little value due to its limitations in Montana. Current statistics are available only as statewide averages and are reflective of only a limited number of occupations. Local needs assessments repeatedly indicate that while serious over supply of workers may exist in one section of the state chronic shortages for workers with the same skill exists in other areas of the state. Consequently, the use of this element as a means of stimulating growth of needed programs are only marginally effective.

The final two factors, program quality and elimination of sex stereotyping, were found to be totally unsatisfactory as formula factors and have been deleted from the FY 1979 formula. Among the problems noted were:

1. Lack of any basis or criteria for assignment of points to program which have not yet been evaluated as per state plan requirements

2. The lack of program quality is substantially linked to program expenditures and consequently schools with a low relative ability to pay the cost of programs are further penalized and deprived of needed funding through inclusion of this item

3. A lack of definitive sex equity criteria upon which to assign points. Review of application points assigned by various consultants displayed a lack of consistency in point assignment.

To remedy these disparities all programs that addressed these issues were assigned the same total points per category. Failure to address the items or lack of serious response resulted in no points being awarded.

In total the formula was effective to the extent of the limitations noted. It should be noted, however, that federal formula funds only provided for an average of .36 percent of the total project cost for secondary schools, with a total range of .9 percent down to .01 percent. The state funds distributed on formula average 3.2 percent of project expenditures. In excess of 95 percent of the total project costs were directly attributable to local sources of funding.

VII. Evaluation

Montana's Five Year Plan for Vocational Education describes three types of evaluations and sets goals for the number of evaluations of each type to be accomplished.

A. Self-evaluations of all secondary-level approved programs are to be made each year. In FY 1978 self-evaluations were mailed out to all schools and the data was compiled and analyzed. This data was for use in subsequent program improvement efforts. Data from 1979 will be added to 1978 data in computer storage and compared in order to document improvement. Specific evaluation return data is contained within Part III, Program Goals.

B. Consultant evaluations are made routinely as an ongoing part of the technical assistance services provided by the Office of Public Instruction. In 1978 office consultants carried out 115 such program evaluations at 115 schools.

C. Vocational education team evaluations are full-scale assessments of program and institution effectiveness conducted in cooperation with the Northwest Association of Schools and Colleges. The goal is to evaluate every school with an approved program once every five years. In 1978 seven schools with twenty-six programs were evaluated. Because all postsecondary centers and programs were evaluated in 1976 and 1977 this is regarded as satisfactory progress.

Team evaluations are structured around evaluation instruments which have been developed for each major occupation code area of instruction. Each evaluation instrument is structured to focus on key elements which have been deemed important to program success. Included in these key elements are:

1. Written Local Policy Statements
2. Administration/Supervision
3. Guidance & Counseling
4. Budget/Accounting System
5. Advisory Committee
6. Personnel
7. Curriculum/Instruction
8. Facilities
9. Equipment
10. Materials/Supplies/Resources
11. Student Organizations
12. Program Evaluation
13. Student Evaluation
14. Public Relations
15. Placement/Follow-up
16. Sex Equity
17. Additional items unique to program area

Each element is further divided into specific evaluation criteria statements which can be assessed by evaluators on a scale of 0, 1, 2, 3, 4, 5. Assigned criteria rating are averaged and a summary profile is established for the program/school. Additional specific comments are written and provided to instructors and administrators as commendations and recommendations for the program/school.

Current student accounting/follow-up data is provided by local districts in summative form. Consequently, due to the lack of a student unit record at the state level no evaluation of special population is possible. Implementation of a student unit record system will begin during the summer of 1979 for postsecondary programs with development of a secondary system to follow. Detailed follow-up data on special populations will, therefore, not be available until the fiscal year 1981 reporting cycle.

VIII. Human Potential Development--Sex Equity Provisions

A person was hired November 21, 1977, to work full-time to reduce sex bias and sex stereotyping in vocational education. A central program for the development of human potential was established and funded as mandated by federal rules and regulations, Educational Amendments of 1976, Vocational Education Act. Efforts were made to coordinate activities with Office of Public Instruction Basic Skills and Vocational Education Program consultants, Woman's Bureau, Governor's Employment and Training Council, Apprenticeship Bureau, Employment Security, and Women's Resource Centers and organizations for cooperative program development, effective reduction of sex bias and stereotyping in educational programs and provision of equal educational opportunity. Activities that were carried out in FY 1978 by the sex equity coordinator as outlined in the rules and regulations included:

A. Create awareness of programs and activities in Vocational Education designed to reduce sex bias and stereotyping in all vocational educational programs-

   1. Made on-site visitations at five vocational technical centers, National Center for Career Education, and three community colleges.

   2. Provided leadership in planning EPDA Region VIII Project, state staff inservice training in equal vocational opportunities as coordinator from Montana.

   3. Initiated plans for statewide campaign to create awareness of vocational education programs open to both men and women.

   4. Publicized public hearing for 1979 Annual Plan by writing interested women's organizations and conducted one regional public hearing.

B. Collect, analyze and disseminate data-

   1. Initiated actions to collect data from vocational education enrollment forms; became familiar with report forms, collection procedures and statistical reports.

   2. Provided input for statewide employment needs assessment to include male/female information in survey instrument.

C. Develop actions to correct problems and create awareness of Title IX complaint process-

1. All seminars, workshops, and presentations included classroom strategies for reducing sex bias and stereotyping with emphasis on recruitment of students of one sex into other sex dominated courses.

2. Five on-site visitations at vocational technical centers included review of Title IX self-evaluations and actions taken to publicize complaint process.

D. Review distribution of grants and contracts-

1. Become familiar with project application process, exemplary and innovative grant criteria and guidelines.

2. Write section of state plan so as to include grants to overcome sex bias and stereotyping (research funding, section 136).

E. Review vocational education programs-

1. Compose first draft of secondary school evaluation instrument to include sex equity provisions.

2. Made on-site visitations and initial reviews of five vocational technical centers, three community college, secondary career education center.

F. Monitor vocational education employment procedures-

1. On-site visitation reviews, vocational technical centers, community colleges.

2. Reviewed criteria for hiring, firing, and promotion procedures with personnel officer, Office of Public Instruction, and Human Rights Division, Office of Civil Rights.

3. Initiated plans for an organization for state equal employment opportunities officers to provide information, update, and exchange program.

G. Assist local educational agencies to improve vocational opportunities for women-

1. Conducted workshop seminars in providing equal vocational opportunity, reducing sex bias and stereotyping, and nontraditional job opportunities for five student groups, four guidance counselor groups, and one adult women's conference.

2. Collected resource materials for dissemination.

3. Acquired materials for evaluation of curriculum and instructional materials.

H. Make information available to various groups-

1. Made presentations on vocational education requirements for reducing sex bias and stereotyping to State Status of Women Advisory Council, State Advisory Council, five Women's Resource organizations.

I. Review Title IX self-evaluation-

1. Attended two regional workshops on LEA Title IX implementation sponsored by Striving for Equality in Education Institute.

2. Initiated contact with state Title IX consultant to review progress in LEA compliance to Title IX requirements.

3. Reviewed Title IX self-evaluations at five vocational technical centers.

J. Review Five Year State Plan and Annual Plan-

1. Appointed as member on State Planning Council representing Women's Advocacy.

2. Reviewed 1979 Annual Plan and submitted recommendations to Chairperson of Planning Council, Executive Officer for Department of Vocational Education, Administrator for the Department of Vocational Education, Executive Director of the Montana Advisory Council for Vocational Education, and Chairperson of State Board of Public Education.

K. Displaced Homemakers-

1. Conducted a two-day workshop for representatives from statewide organizations offering services to displaced homemakers to assess the problems and needs of displaced homemakers, identify local and state services available, and recommendations for actions to assist this population.

2. Initiated process for convening the Counseling Needs Research Advisory Panel for Displaced Homemakers to conduct statewide needs assessment.

3. Made presentation to State Status of Women Advisory Council on vocational education policies and procedures for implementing programs for displaced homemakers.

IX. Office of Public Instruction Response to Montana Advisory Council for Vocational Education Recommendations

The following recommendations were taken from the Montana Advisory Council for Vocational Education, 9th Annual Report, 1978. Following each recommendation is the response of the Office of Public Instruction as the sole state agency for vocational education.

Recommendation #1

The State Advisory Council for Vocational Education recommends that the Board (sole agent) establish a data system which would provide the appropriate information for adequate planning and assessment of Montana's vocational education system.

Response: The Office of Public Instruction concurs with the recommendation and has formulated the following plan:

a. The Superintendent has established a Long Range Planning committee composed of representatives of each department of the agency to develop a comprehensive data acquisition and management plan;

b. The 46th Montana Legislature has appropriated funds to the Office of Public Instruction for purchase of a high capacity mini-computer and peripheral hardware. Acquisition of this equipment will greatly enhance the office's data processing capabilities. Sufficient funds were not appropriated to purchase needed software packages, but the office is reviewing other possible funding sources for sufficient monies to purchased these items;

c. The Department of Vocational and Occupational Education during the next biennium has dedicated one full-time staff position for data acquisition and report development;

d. The office is currently developing a capacity building proposal to be submitted to the National Center for Educational Statistics (NCES). The purpose of this grant, if funded, will be to increase the office data processing capabilities through a computerized data file system with report writing capabilities.

Recommendation #2

The State Advisory Council recommends that goals in the state plan for vocational education be clearly identified and stated in measurable terms.

Response: The Office of Public Instruction concurs with the recommendation and has implemented the recommendation in the fiscal year 1980 state plan.

Recommendation #3

The Council recommends continued efforts be made by the Board (sole agent) to emphasize student enrollment in nontraditional vocational education programs.

Response: The Office of Public Instruction concurs with the recommendation and has included additional goals and activities within the fiscal year 1980 state plan.

Recommendation #4

The Council recommends that the Board (sole agent) place strong emphasis on accurate and up-to-date student placement and follow-up system.

Response: The Office of Public Instruction concurs with the recommendation and has begun development of a postsecondary follow-up system which will fully meet the Vocational Education Data System (VEDs) requirements. Full implementation of this system is scheduled for spring 1981. The development of a secondary follow-up system will be taken under advisement.

Recommendation #5

The Council recommends the Board (sole agent) continue to request increased funding from the Montana Legislature for secondary, postsecondary, and adult vocational education programs.

Response: The Office of Public Instruction concurs in this recommendation, but will submit only such requests to the legislature as can be documented and justified.

Recommendation #6

Recognizing the value of student organizations, which are directly associated with the vocational education programs, the Council recommends the Board (sole agent) continue to support these organizations.

Response: The Office of Public Instruction concurs in this recommendation, however, current budgeting constraints will necessitate review of state office support to youth groups. A plan is currently under development and will be operationalized during fiscal year 1980.

Recommendation #7

The Council recommends that the Board (sole agent) re-emphasize the use and value of local advisory committees as required by P.L. 94-482.

Response: The Office of Public Instruction concurs with the Advisory Council in the value of local advisory committees. Improved utilization of local advisory committees has been and is an ongoing goal of the office.

Recommendation #8

The Council recommends the Board (sole agent) continue the development of the statewide evaluation system. The evaluation system should include both process and product assessment utilizing quantitative and objective performance measures and considering cost-effectiveness and cost-benefit.

Response: The Office of Public Instruction concurs with the recommendation, but current budgeting and staffing constraints preclude major modification of the existing evaluation system. Increased emphasis will, however, be placed on meeting state plan evaluation goals during fiscal year 1980.

Recommendation #9

The Council recommends the Board (sole agent) seriously consider the present status of adult vocational education programs and seek a means to reinstate support for them.

Response: The Office of Public Instruction concurs with the recommendation, but the legislative appropriation of funds currently precludes reinstatement of adult funded programs for the current biennium.

Recommendation #10

The Council recommends that the Board (sole agent) in its responsibility for the vocational education participation in CETA, suggest to the govenor that the state director of vocational education sit as an officially appointed member of the Govenor's Manpower Planning Council in representation of the Board (sole agent).

Response: The Office of Public Instruction will take the recommendation under advisement.

X. CETA Coordination

C.E.T.A. is the Comprehensive Employment and Training Act of 1973, passed by Congress to help "Economically Disadvantaged" persons (persons with little or no income) who are unemployed either because no jobs are available or because they have no job skills or experience for which an employer will hire them. CETA helps such persons by giving them training in a job that employers need, or by helping them in other ways so that they get full-time, all-year jobs.

Services were provided to CETA eligible persons through the joint effort of the Office of Public Instruction, Job Service, Human Resource Development Councils, Concentrated Employment Program, and the Governor's Employment and Training Council. The Office of Public Instruction provides training services; the Job Service and Human Resources Development Council recruit and determine eligibility of participants and provide participants allowances. Training is done through contracts between the Office of Public Instruction and the community colleges, vocational technical centers, and concentrated employment programs.

The Office of Public Instruction sits as a member on CETA's state council, services council, policy council and youth policy council, and on the operations committee. Members of the local training agencies sit on local CETA councils.

All programs funded by CETA are selected by the operations committee.

Listed below are the fiscal year 1978 CETA programs:

1. Balance of State Individual Referral - 90 participants

   Various training locations that CETA participants attended were: College of Coiffure Arts, Billings; Hollywood Beauty Academy, Billings; United Tribes Education Center, Bismark, North Dakota; Physicians Laboratory Service, Bozeman; Butte Vo-Tech Center, Butte; Dawson Community College, Glendive; Great Falls Commercial College, Great Falls; Montana Auto College, Great Falls; Montana School of Upholstery, Great Falls; Northern Montana College, Havre; Helena Rehabilitation Industries, Helena; Helena Vo-Tech Center, Helena; Flathead Valley Community College, Kalispell; Commercial Driver Training, Inc., Kent, Washington; Miles City College of Beauty, Miles City; Miles Community College, Miles City; Big Sky Barber College, Missoula; Montana Barber College, Missoula; Mr. Rich's Beauty College, Missoula, Brunswick Service Training Center, Muskegon, Michigan.

   Examples of courses that were completed by CETA students are: secretary, clerk typist, stenographer, cosmetologist, medical laboratory assistant, welder, auto mechanic, key punch operator, front office manager, bookkeeper, upholstery, parts mechanic, diesel machanic, licensed practical nurse, shoe repairer, heavy truck driver, barber, and pin setter mechanic.

2. Individual Referral - 218 participants - Billings Vo-Tech Center

Type of Programs - health occupations, auto body, auto mechanics, business education, diesel mechanics, drafting, farm and ranch management, farm diesel mechanics, food service, marketing and mid-management, refrigeration and air conditioning, and related welding.

The primary purpose of these courses was to prepare CETA students for job entry at an acceptable minimum skill level. Persons completing these courses were able to function satisfactorily as a beginning employee and to improve their performance with experience and further training on the job.

3. Individual Referral - 83 participants - Great Falls Vo-Tech Center

Type of programs - nurse attendant, practical nurse, dental assistant, clerk typist, clerk stenographer, medical secretary, legal secretary keypunch, and bookkeeper/accountant.

(Purpose same as Billings Vo-Tech Center)

4. Individual Referral - 116 participants - Missoula Vo-Tech Center

Type of programs - keypunch, computer operator, fashion merchandising, retailing, educational assistant, food service, practical nurse, combination welding, heavy equipment maintenance, heavy truck maintenance, small engine repair, heavy equipment operation, respiratory therapy, operation room technician, accounting assistant, medical receiptionist, legal typists, clerk typist, and steno-clerk.

(Purpose same as Billings Vo-Tech Center)

5. Wholesale Retail Occupational Cluster - 35 participants - Billings Vo-Tech Center

Type of programs - cashier, counter clerk, billing clerk, laborer (retail stores), receiving clerk, shipping clerk, sales person (general), sales person (parts, sales clerk, warehouse person, warehouse fork lift operator, inventory clerk, and other identitied as needed.

The wholesale retail occupational cluster program was designed to meet training and employment needs in demand occupations within the wholesale and retail trade industries which, in Billings alone, account for an average of almost 14,000 jobs at any given time. Research and past experience indicated that a core training occupational cluster which relates to ten to fifteen different occupations common to these industries is the best training approach to utilize. The program was linked to on-the-job training as appropriate.

6. Welder - Coal Mining (Crow Agency) - 12 participants - Billings Vo-Tech Center

The program addressed itself to basic welding needs of employees as they were utilized in the construction of a drag line in the coal mining industry. These areas dealt specifically with electric arc welding, wire feed welding, and oxyacetylene cutting. Welding skills were developed in the flat, horizontal, vertical and overhead positions.

7. Dinner Cook - 17 participants - Flathead Valley Community College, Kalispell

This project was designed to provide broad based and specific training in the food service occupations dinner cook and/or fry cook. The program was operated on an open entry/open exit basis in order to spin off participants to employment as they were ready or as job openings became available.

8. Operating Engineer - Pre Apprentice - 10 participants - Montana Operating Engineers and A.G.C. Joint Apprentice Council, Billings

The purpose of this program was to teach the students basic information of safety and operation of heavy equipment and also teach them how to read grade stakes.

9. Adult Basic Education --
   Adult Learning Center, Billings - 90 participants
   Adult Education Department, Great Falls - 70 participants
   Missoula Vo-Tech Center - 60 participants
   Flathead Valley Community College, Kalispell - 30 participants

The adult basic education curriculum included the following areas: mathematics, reading, English, social studies, consumer education, English as a second language, and spelling and English improvement utilizing the typewriter. However, not all students attended the entire spectrum of classes offered. For example, if a CETA participant is weak in math but strong in English, for that person English would not be necessary.

10. World of Work --

   Billings Vo-Tech Center -- 444 participants
   Adult Education Department, Great Falls - 218 participants
   Flathead Valley Community College, Kalispell - 166 participants
   Montana State Prison (Department of Institutions), Deer Lodge - 45 participants
   Missoula Vo-Tech Center - 230 participants

The program was designed to provide orientation to the "world of work" to individuals in preparation for further training for entry level employment. The overall goal of this program was to provide a training program conducted in a work setting that would give the student a

realistic outlook and approach to the world of work as well as assisting and recognizing how his/her individual assets and limitations relate to the labor market. Additionally, the program was designed to develop attitudes which are conducive to employability and job retention.

Many people often experience a measure of difficulty in the areas of job seeking, job holding and job advancement. Project participants were those who were seeking work but may have never worked; may have worked sporadically; or have a histroy of chronic unemployment. Participants were involved for the time necessary for them to become competitive in job seeking which may range from a few days to a few weeks with five weeks being the maximum.

11. World of Work (Mobile Unit) - 158 participants - Billings Vo-Tech Center

This program was designed to provide orientation to the "world of work" in individuals in rural areas of eastern Montana through the utilization of a mobile training facility. Training was taken to the various commities as assigned.

The training facility consisted of a mobile classroom unit modified and adequately equipped to conduct the program. The unit had all the neccessary utilities to include heat, electricity and air conditioning.

The mobile classroom unit housed from 10 to 15 students at any one time. The course was very flexible to meet individual needs and utilized the open entry/open exit concept. Students were enrolled for a period of a few days or several weeks.

The curriculum provided employment counseling, vocational choice activities, job seeking skills, job retention skills and community life skills that are designed to lead to direct job placement, adult education, vocational education, on-the-job training, adult work experience or public service employment.

12. Concentrated Employment Program (CEP - 258 participants - Helena Vo-Tech Center and Butte Vo-Tech Center

The purpose of Montana's Rural CETA-CEP Comprehensive Employment and Training Plan was to provide employment and training opportunities for economically disadvantaged, unemployed and underemployed persons. The CETA-CEP program seeks to ensure that training and services provide suitable employment opportunities in expanding industries which will lead to participants' economic self-sufficiency.

Examples of classroom training activities provided CEP participants under special grant included basic education, consumer education and training for CED certifications.

13. Youth Classroom Training--

Billings Vo-Tech Center - 4 participants
Great Falls Commercial College - 1 participant
Missoula Vo-Tech Center - 4 participants

This program was directed toward providing former CETA youth programs participation, referred to local Job Service offices by local Human Resource Development Councils, with the technical skills and information required to perform a specific job and to enhance the employability of former CETA youth program participants by upgrading basic skills.

This program was similar to the balance of state individual referral program in that students enrolled in various training agencies throughout the state. However, in order for the students to be CETA eligible they had to be 16 through 21 years of age.

14. Career Awareness - 200 participants - National Center for Career Education, Missoula

The career awareness program consisted of a youth training program and and adult training program. The youth and adult programs were conducted at nine different sites throughout the state of Montana and were personalized for the particular needs of the participants of each site.

The program assisted participants in assessing and determing directions for their lives. Specifically, the activities provided for assessment of interests, aptitudes, and ambitions. Components of examining limitations which exist due to economic conditions, employment opportunities and their own value orientations were included to clarify the reality of participants' decision making. Within the sphere of local resources, each participant was exposed to at least one site in each of the following areas: government, business, labor, industry, and professions.

The Governor's Employment and Training Council in conjunction with the Human Resources Development Council and the Office of Public Instruction established the following locales as career awareness and adult training sites: Bozeman, Glendive/Miles City, Great Falls, Havre, Helena, Kalispell, Lewistwon, and Missoula.

SUMMARY: Out of the 14 projects, a total of 2,559 CETA eligible students were provided classroom training.